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17. ABSTRACT (MAX. 250 WORDS) Goals of the language arts curriculum for kindergarten children are: to develop a meaningful vocabulary of basic words; to teach the child to listen; to encourage appreciation of the written word, dramatic experiences, and stories, poems, and music; and to encourage good speech habits.

The unit areas of the language arts course are taught simultaneously throughout the year rather than in sequence. The daily program includes listening activities and the contribution of music to listening skills; observing; speaking; writing; and such aspects of literature as story telling, poetry, choral speaking, and interpretation of dramatic experience.

Instructional suggestions for the teacher include establishing a pleasant classroom atmosphere that encourages the shy child, providing a model of speech for the children to imitate, balancing speaking and listening activities, using appropriate and descriptive words to enrich the children's vocabulary, being aware of home and neighborhood backgrounds in relation to language heard in the home, being interested in things that interest the children, enlarging the children's frame of reference by providing new and varied experiences, and being alert to individual speech problems. Classroom participation, informality, and the use of spontaneous situations as they occur are important aspects of instruction.

A variety of materials and related activities stimulate the child's curiosity and accelerate his learning in the language arts. Opportunities for conversation, explanation of work, and discussion of proposed activity are important. Suggested art media include paint, crayons, chalk, paper work, and modeling materials. Block building, tools and woodworking, and such audiovisual aids as flannel board, films, and filmstrips contribute to language arts. Through the use of such materials as lotto, puzzles, and parquetry blocks, children learn to match pictures, signs, and colors, and to use the names of objects. Bibliographies for teachers and children, and lists of films, filmstrips, and records are included.

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Board of Education
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Syracuse, New York

Language Arts in the Kindergarten

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education

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LANGUAGE ARTS IN THE KINDERGARTEN

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BOARD OF EDUCATION
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PREFACE

Listening and speaking, reading and writing are the means of communicating through language. Language differs, of course, in its sounds and symbols over the world. It changes as living needs and progress demand it. Today's youngster is born into a world very different from grandmother's. Stop and consider the progress in our communication media. We take for granted such means as radio, television, telegraphy, telephone, newspapers, books, tape recorders, and films. The child then is already endowed with many new and life-enriching means of communication.

It is the ability to speak and otherwise communicate with others that sets man apart from other beings. One of the first and most important developmental tasks a baby undertakes is learning to talk. As a child builds himself, he also builds his language. Personality development and language development are inseparably interwoven. Mastering language skills is something that only the individual can do for himself. We can provide the tools for reading, writing, speaking, and listening but only the user can fashion and complete the product. It is necessary, therefore, that the kindergarten provides the necessary stimuli, guidance and incentive to make this desire to communicate effectively a very real and satisfying one.

The child's early vocabulary is closely connected with direct, firsthand experiences. As the child grows older, he learns vicariously from the experiences of others through stories, books, pictures and conversation. Related experiences are also learned by watching television and motion pictures and by listening to the radio. He begins to understand these experiences gained vicariously when he can bring his own firsthand and direct experiences into union with these new ideas. The familiar linked to the unfamiliar makes it possible for the child to comprehend the new by means of the old. In the kindergarten we guide and direct the child's learning as we take him from where we find him along to the highest level of accomplishment possible for his individual potentialities. Challenging and rewarding then are our opportunities in developing the language arts.

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I. GENERAL GOALS IN THE LANGUAGE ARTS

In the kindergarten, language development is an integral part of all the child's other experiences and activities. As he lives and grows so does his use of and need for satisfying expression in the language arts increase. It is the responsibility, therefore, of the kindergarten teacher to direct her attention toward the accomplishment of the following goals.

A. Developing meaningful vocabulary of basic words as:
   1. Names of persons, places, things
   2. Descriptive words
   3. Words of action

B. Learning to listen:
   1. When others speak
   2. During the story time
   3. When directions are given
   4. During discussion and planning

C. Finding joy in and appreciation of:
   1. Stories, poems, music
   2. Dramatic experiences and plays
   3. The written word - to realize that printed words have meaning as a source of information and pleasure

D. Encouraging good speech habits:
   1. Enunciating clearly
   2. Using good expression
   3. Speaking naturally and spontaneously
   4. Facing person to whom he is speaking
   5. Speaking in a voice loud enough to be heard
   6. Observing courtesies of communicating with others

II. ROLE OF THE TEACHER

Children learn a great deal from the context and form of language as they hear it spoken by the teacher throughout the session. The child's imitation of a teacher's speech as he plays that role can be very revealing. The teacher is able to control the emotional climate of a room by using a soft, pleasant voice and by observing the courtesies of social communication. The teacher may be the first to discover a child's difficulty in speaking, and the first to take action to help him.

Instructional Suggestions for the Teacher

1. Speak in a pleasant voice using clear enunciation and careful pronunciation.
2. Encourage the shy child by your smile and relaxed, friendly manner.
3. Strive to balance speaking and listening activities.
4. Constantly aim at enriching the child's vocabulary by using appropriate and descriptive words.
5. Be aware of neighborhood and home backgrounds in relation to language heard in the home.
6. Be interested in all the things in which children are interested.
7. Continually enlarge the child's frame of reference by providing rich, new and varied experiences.
8. Record children's creative expressions.
9. Guide and help children who have special speech problems. Continue work initiated by speech therapist.

III

A. LISTENING

Of primary importance in the language arts program is listening which needs to be developed so that it becomes a natural habit to listen intelligently and critically. Much of early childhood instruction is given orally and is gained by listening. It is essential that this listening be guided consistently and continuously by a carefully planned daily program.

Goals for Listening

1. To develop accurate listening to better understand the spoken word as the speaker intended
2. To develop responsive listening for pleasure
3. To develop courteous listening to adults or children of group

Instructional Suggestions for the Teacher

1. Create a classroom atmosphere that encourages good listening - eliminate as many distractions as possible.
2. Evaluate carefully the material used in regard to attention span, interest, suitability to group's understanding.
3. Motivate listening experiences.
4. Have children listen to other children, principal, visiting pupil from another class, as well as to you.
5. Use opportunities for listening as they occur spontaneously during the day.
6. Be a good listener yourself.

Activities for Children

1. Listen to and follow simple directions as, "Close the door, please" - "Open the box carefully".
2. Repeat a simple message to principal or another teacher.
3. Enjoy and appreciate quiet listening at:
   a. Story time
   b. Music time
   c. Programs by other classes
   d. Film showings

4. Play games that include listening

(1) "Who Is It?" - one child speaks and blindfolded child tries to guess who is speaking.

(2) Ting-a-Ling - one child leaves the room. Another child is given a small bell to hold closely. When child re-enters room, all children wave hands until child locates bell.

(3) Look and Listen - Have a group of objects on a tray or table. Children look and close their eyes. Object must be identified by the sound it makes as it falls.

(4) "What Did I Do?" - Children sit in a semi-circle. One child goes behind the group and performs some action as skipping, hopping, sliding, jumping, tapping, etc. Then he goes before the group and asks, "What did I do?". The child who answers correctly performs the next action.

(5) Mother Cat and Kitten - This is an old favorite. Child who is mother cat chooses three kittens. Mother cat covers eyes, as though sleeping and kittens run and hide. Mother locates them by listening to their mews.

(6) Identify environmental sounds - Bounce of a ball, closing of a door, tapping a stick, tearing paper, piling blocks, whistling, humming, walking. Children blindfold eyes and guess.

(7) Music offers many excellent opportunities for good listening. See the following section for more detailed suggestions.

B. MUSIC'S CONTRIBUTION TO LISTENING

Since so large a part of children's training in the early school years has to do with the establishment of routine habits, it is a fundamental duty of the teacher to encourage his development along lines where freedom and initiative are possible. For many children music may prove to be one of the important avenues for such development. Our kindergarten program emphasizes the joy of singing, the fun of playing together. Musical interest grows through stimulation. Young children learn with their whole bodies, not with just their minds. They need to touch, to feel, to move, and to explore. Expression through movement is necessary for growth. Using different kinds of music throughout the day is better for young children than a set music period. We use music as one of the means of helping our children to grow in the language arts - especially listening, as they develop a sense of:

1. Auditory perception or ear training by the use of musical instruments.

   1. Children learn to hear likenesses and differences in tone through experimentation with:
      (1) Piano - to recognize high notes, low notes, i.e. big bear, little bear.
      (2) Bells - to hear differences or similarities in tonal qualities and pitch.
      (3) Drums or Tom-Tom - to hear differences or similarities in sound. Excellent also for use in beating out rhythms for children to follow.

2. Listening.

   2. Children begin to establish good listening habits. They listen to:
      (1) The teacher play the piano
      (2) The teacher sing
      (3) Other children sing
      (4) Themselves sing
      (5) A new song
      (6) A record for singing or rhythmic play or information
      (7) Other musical instruments as the auto-harp, violin, tom-tom.

3. Similarity in sound, i.e. rhyme.

   3. Children are encouraged to listen for words that sound alike in their songs. (Most of our kindergarten songs do rhyme.)
      Children make up their own simple rhymes and perhaps the teacher puts them to music.

4. Dramatization.	4. Children interpret a story set to music. This may be: (1) A song to which they listen, then sing and dramatize as "Mr. Bear", M. Renstrom, Musical Adventures, Deseret Book Co., Salt Lake City, Utah. (2) A rhythmic activity which the children will interpret in their own way. The children will listen, then interpret as "A Skip to the Orchard", M. Renstrom, Rhythmic Fun, Pioneer Music Press, Salt Lake City, Utah.
5. Awareness of a sequence in a story.	5. The music may tell a whole story The teacher may read the story to the children; then play the music while they listen to the different activities; the children then interpret the music, "The Naughty Pony", M. Renstrom, Musical Adventures, Deseret Book Co., Salt Lake City, Utah. The teacher may also guide the children e.g. "What is happening in the music now? What do you think will happen next? How do you think the music will end?"
6. Concentration, alertness, ability to follow directions.	6. Children listen to some rhythmic music: they spontaneously interpret the way the music makes them feel. They are aware of the time to begin and when to stop. (This following of directions expressed by the beginning and cessation of musical accompaniment has been established by the teacher.)
7. Initiative, spontaneity	7. Children originate their own rhythmic game and the teacher plays appropriate music. The children may plan the game first. then interpret the music or they may make suggestions as the game progresses.

NOTE: Refer to section - "Suggested Uses of Records" for annotated list of suitable records for various activities.

C. SUGGESTED USES OF RECORDS

(See Code of Symbols used on page 11)

DRAMATIC PLAY

Title	Recorder	Comments
Little Gray Ponies	Y. P. R.	Good for galloping
Sunday in the Park	C. R. G.	Outdoor activities, walking, rolling
Little Cowboy	Y. P. R.	Two range riders whose experiences will thrill children
Building a City	Y. P. R.	Songs about the carpenter, painter, etc.
Let's Help Mommy	C. R. G.	The make-believe of playing house is part of dramatic play of all young children
Little Fireman	Y. P. R.	Dramatic play record about fire engines and fireman with unusual sound effects

RHYTHMIC ACTIVITY

Listen and Do Series	Decca	Vol.1,2,3,4 - Prepared in conjunction with the American Book Co.
Join in the Game	Columbia	
Little Gray Ponies	Y. P. R.	
Walk in the Forest	Y. P. R.	Boy spends a day playing with imaginary animals
Rainy Day	Y. P. R.	Familiar sounds in house, clock, typewriter, indoor activities.
Let's Play Zoo	Y. P. R.	Trip to zoo where youngster meets the seal, elephant, etc.
Little Indian Drum	Y. P. R.	Red Fox makes his drum talk and saves his life
Visit to My Little Friend	C. R. G.	Strong rhythmic tunes
Sugar Lump Town	C. R. G.	Designed to stimulate child's imagination-imitate animals
My Playful Scarf	Y. P. R.	
Dancing the Hokey Pokey and Bunny Hop	Capital	
What the Lighthouse Sees	Y. P. R.	Tugboat, speedboat, etc.
The Dance Record	Columbia	Tap dancing
Hot Cross Buns	C. R. G.	A perfect record for teaching recognition of music form
Childhood Rhythms Records	Ruth Evans	Piano recordings for various rhythmic activities
Songs, Games and Fun (Dorothy Olsen)	R. C. A. (long-play)	Mother Goose play songs Fun on Old MacDonald's Farm 1,2,3, Fun The Animal Farm Fun with Mother Goose A. B. C. Fun I Know an Old Lady Mother Goose Birthday Party

Title	Recorder	Comments
Do This, Do That	C. R. G.	Using authentic American folk melodies this delightful record teaches games and dances which are ideal for early free rhythm activites
Nothing To Do	C. R. G.	Includes rhythmic pattern for marching, tip-toeing, spinning, clapping hands, and other expressions
The Merry Toy Shop	C. R. G.	Children imagine they are the toys imitating the gestures to rhythmic music
Little Puppet	C. R. G.	Child imagines he's a puppet, imitates puppet gestures to rhythmic music of the French folksong, "La Petite Marionette"
Sing Along	Y. P. R.	Activity record
Winter Fun	Y. P. R.	Songs for snow shoveling, walking in the snow, etc.
My Playmate the Wind	Y. P. R.	Created in the classroom by Miss Mary Robison
INSTRUMENTAL		
Lullaby Nursery Songs	C. R. G.	For resting
Lead a Little Orchestra		Teaches fundamentals of conducting orchestra in an interesting way
Sparky's Magic Baton	Capital	A child's introduction to the instruments of an orchestra, 2 records and a picture book
VOCAL		
Little Gray Ponies	Y. P. R.	
Another Sing Along	Y. P. R.	Songs for children to respond to and enjoy
Mary Doodle	C. R. G.	A dramatic play record to give children a greater understanding of others
Mother Goose	Decca	Frank Luther sings nursery songs
FOLK		
Mary Doodle	C. R. G.	
Beensie, Beensie, Spider	C. R. G.	Everyday sounds, whistle, bells, hammering
Little White Duck	Columbia	(Burl Ives) a popular favorite
Animal Fair	Columbia	Burl Ives sings engaging animal songs

Title	Recorder	Comments
Grandfather's Farm	C. R. G.	Riding in a car to grandfather's, children sing animal songs
Big Rock Candy Mountain	Y. P. R.	
Folk Songs (long-play)	Golden Record-Turkey in the Straw On Top of Old Smokey Blue Tail Fly Clementine, etc.	

MUSIC THAT TELLS A STORY

Muffin in the City	Y.P. R.	All kinds of fascinating city noises.
Hurray, Today is Your Birthday	Y. P. R.	Delightful birthday song for all to sing
Carrot Seed	C. R. G.	Charming story of a boy who plants carrot seeds
Peter, Please Its Pancakes	C. R. G.	Story filled with humor, song and delightful music
Bozo at the Circus	Capital	Album 4 records, includes illustrated story
Bozo and the Birds	Capital	
Bozo at the Farm	"	
Bozo under the Sea	"	
Bozo has a Party	"	
Billy Goats Gruff	Decca	After reading story, play record, funny chorus
Three Little Trains	Y. P. R.	Excellent participation material. Very humorous
Little Engine That Could	R. C. A.	Story of a little engine and Christmas toys.
Animal Supermarket	Y. P. R.	It's fun to go shopping.
Come to the Fair	Y. P. R.	Music and story that captures the spirit of a county fair
Creepy, Crawly, Caterpillar	C. R. G.	Fascinating story about evolution of the beautiful butterfly
Muffin in the Country	Y. P. R.	The sounds of the country as heard by a dog

MUSIC FOR LISTENING

I Know an Old Lady	Decca	For fun
Hen's in Hay Mow	Columbia	
Train Sounds		Attentive listening, imaginative train rides
Mother Goose	Decca	Frank Luther
Manners Can Be Fun	Decca	Song stories that give rules of courtesy and thoughtfulness
Little White Duck	Columbia	
Who Wants a Ride	Y. P. R.	
Train to the Zoo	Y. P. R.	

Title	Recorder	Comments
Train to the Farm	Y. P. R.	A happy musical experience
" " " Ranch	Y. P. R.	Catchy tunes
Mother Goose Parade	Cdt.	Hey Diddle Diddle Humpty, Dumpty Pussy Cat, Pussy Cat Three Little Kittens
Cradle Song (Bing Crosby)	Decca	For resting
Music for Reading	R. C. A.	For resting
Music for Relaxation	R. C. A.	" "
Echoes of Disneyland	R. C. A.	" "
Lullabies for Sleepy Heads	R. C. A.	" "
Men Who Come to Our House	Y. P. R.	Songs about milkman, plumber postman, grocer and best of all, daddy
Let's Be Policemen	Y. P. R.	It teaches a fundamental lesson in what a policeman does and gives the child an opportunity to enter into many activities
Circus Comes To Town	Y. P. R.	Includes many songs about the fatman, the tumblers, clown, and jugglers.
Animal Song Parade	Columbia (long-play)	The Little White Duck Fuzzy Wuzzy Frog Went a-Courtin' Doggie in the Window Ducks on Parade The Teddy Bears' Picnic Pee Wee, the Kiwi Bird Snoopy, the Pussycat The Bulldog on the Bank What Kind of an Animal Are You?
Children's Concert Series Series I - Flight of the Bumblebee Dance from Orpheus Series II - Waltz of the Flowers Dance of the Sugar Plum Fairy Series III- The Swan March from Love of Three Oranges Series IV - In the Hall of the Mountain King Liebestraum Series V - March of the Toreadors Hungarian Dance No. 1 Series VI - Ride of the Val Kyries Waltz from Les Sylphidies	C. R. G.	The Concert Series has been selected with real understanding of what melody, rhythm, sound and color should be for young children Many will just listen, some will respond with physical movements, others will dance

Title	Recorder	Comments
	HOLIDAYS	
Easter	Columbia	Long playing - Easter Parade, Peter Cottontail
Christmas Songs	R. C. A.	Perry Como
Hurray, Today is Your Birthday	Y. P. R.	Birthday fun

Symbols Used

Y. P. R.	Young Peoples' Record
C. R. G.	Children's Record Guild
R. C. A.	R. C. A. Victor
Cdt.	Mercury, Childcraft

IV

OBSERVING

As children observe, they see, recognize, interpret and comprehend the visible environment to the best of their capabilities at the given time. The use of that capability, of course, is greatly influenced by the degree of satisfaction the observation brings to them. Children are attracted primarily to those things which interest them personally. We challenge that interest as we provide a kindergarten climate that produces a consuming desire to learn about many and varied.things.

Goals for Observing

1. To create the desire to observe all things closely
2. To deepen the awareness of the world about them as they observe more carefully
3. To encourage children to talk about what they see
4. To develop children's ability to link old and new observations to form new learnings and concepts

Instructional Suggestions for the Teacher

1. Include in your plans definite ways for encouraging good observation.
2. Appraise and evaluate the children's growth in this area.
3. Be more observant yourself.
4. Provide optimum environment to provoke curiosity and interest.

Suggested Activities for Children

1. Talk about what to look for before going on a trip. Later recall observations.
2. Watch as the teacher writes:
   (1) On blackboard
   (2) On paper (letters, notes)
   (3) Child's name on work
3. Use flannel-board
   (1) Develop looking and working from left to right
   (2) Arrange pictures in proper story sequence
   (3) Match colors and forms
   (4) Learn to recognize groups of 2,3,4, objects without counting
4. Note likenesses and differences in:
   (1) Form
   (2) Color
   (3) Shape
   (4) Appearance
   (5) Size

5. Observe and learn meanings of opposites as:
   (1) Short-tall
   (2) Big-little
   (3) Top-bottom
   (4) Over-under

6. Classify pictures i.e. zoo animals, fruit, flowers

7. Collect and observe objects of interest to show and tell about.

8. Observe details as they are seen in:
   (1) Weather changes - seasonal
   (2) Earth and sky
   (3) Seeds
   (4) Plants
   (5) Cocoons, polliwogs, fish
   (6) Animals, birds, insects
   (7) Science experiments

9. Observe changes in room decoration

10. Observe signs in or about school building:
   (1) Exit
   (2) Office
   (3) Bus stop
   (4) Name on school
   (5) Name of streets

11. Store blocks according to size and shape

12. Place four or five objects on a tray. Let children examine. Have one child turn back. Remove one object. Have child turn around and tell which object is missing.

13. Have children do picture reading - look at pictures, then tell what is seen.

14. Dismiss children according to color of clothing worn as, "Everyone wearing something blue, get your coats".

15. Play matching game. Child arranges three or four kindergarten blocks in a design and says, "Match my blocks." Chosen child makes duplicate of first child's design.

16. Play game, "How Are We Alike?" Choose two children with similarities to stand before the group. The two say "How are we alike?". Similarities may be pointed out as "You are both wearing red." - "You are both wearing sweaters." - "You both have blond hair."

17. Talk about colors. Teacher shows cards of various colors (at first use two or three colors only.). Teacher shows red colored card. Chosen child names some object of same color saying, "My socks are red." - "The vase on the piano is red."

18. Use puzzles to increase observational powers.

19. Match colors. Place three sheets of different colored papers on the floor in front of the group. Three circles of assorted colors (to match those on the floor) are given to the children. Have each child take his turn to place colored circles on properly matching colored paper on floor.

20. Find out what goes together. Set aside a box in which to put things that are used together. Encourage children to bring objects such as toy hammer and nail, doll's sock and shoe, plastic cup and saucer, doll's comb and brush.

V

SPEAKING

The kindergarten needs a good language program with particular emphasis on oral language as a basic instrument for living, working, and playing together in groups. For many children kindergarten is the initial step in group living with their peers. The use of the spoken word will depend on the child's experiences, his environment, and his mental, emotional and physical maturity.

Goals for Speaking

1. To develop and encourage desire to participate
2. To aim for courtesy in speaking and listening
3. To build self confidence and ease in expressing ideas
4. To foster appreciation of and interest in the contribution of others

Instructional Suggestions for the Teacher

1. Create a room environment, that is stimulating and challenging with an informal over-tone.
2. Greet children as they arrive. Join in their conversation.
3. Have informal group seating arrangements.
4. Use spontaneous situations as they occur (i.e. fire engine going by).
5. Correct grammatical errors unobtrusively.
6. Take time to listen and respond to the child's conversation.

Suggested Activities for Children

1. Informal Conversation - This is the speech activity that implies a speaker and a listener. Informal conversation is the most natural and spontaneous and occurs throughout the session at any time. One great value is that by its means a feeling of belonging is developed. Children should be encouraged to talk and play together, thus building good social relationships. There are many cues during a session to stimulate informal talk. They can be a sudden change in the weather, an announcement by an older pupil from another class (perhaps of a pleasant school activity.), the sound of a siren near the school, time for mid-morning lunch.

2. Planned Talks - In informal conversation or dramatic play the children use language much as they use it in their daily lives. Talking to a group is quite different. Here they use language in a way that is new. Growth is gradual and we need to move slowly

in helping children to plan, discuss or tell something in a group situation. We must recognize that the audience is ready to give sustained interest for a brief time only. We need to help the speaker to direct himself to the group rather than to turn to the teacher. We also need to help the children to keep to the topic being discussed.

Group planning and discussion can be used favorably:

(1) In relation to work activities
(2) In relation to planning trips and special events
(3) In the Show and Tell period
(4) In developing standards of conduct in all areas of activity.

VI

A. LITERATURE

Among the most enchanting, enriching and satisfying experiences of the kindergarten are those related to literature. There are many facets - stories, poems, choral reading, dramatic interpretation. Children have a natural liking for and genuine enjoyment of all these components. To watch their eyes sparkle, to listen to their spontaneous laughter, to sense their appreciation, all this is very rewarding. It keeps alive the teacher's own delight in good literature.

Goals for Literature

1. To make every literary experience a rewarding one
2. To instill early a love of good literature
3. To keep literary experiences alive and glowing

Instructional Suggestions for the Teacher

1. Be selective in your choice of material.
2. Keep abreast of new publications, materials and methods.
3. Balance your literature program - include all areas.
4. Correlate literary activities with art and music.
5. Keep your literary experiences varied and stimulating.
6. Keep in mind the enrichment of vocabulary.
7. Build meaningful concepts.
8. Be sure to include a number of different subjects, authors, and publishers in your selection of materials.

Suggested Activities for Children

Activities are listed under other parts of this section, as Story Telling, Poetry, Choral Speaking, Dramatic Expression.

B. APPRECIATING LITERATURE THROUGH STORY TELLING

Young children enjoy stories of any kind. It is our responsibility to choose those that have merit and to reject any that do not meet an acceptable standard. With the wealth of material available, we can afford to be selective to the highest degree.

Goals for Story Telling

1. To give pure enjoyment
2. To increase the ability to remember, interpret and re-tell stories.
3. To increase the ability to predict the conclusion of a story
4. To stimulate creative self-expression
5. To increase interest in learning to read

Instructional Suggestions for the Teacher

1. Have a definite story time that children may anticipate.
2. Familiarize yourself with the story to be told.
3. Tell rather than read the story as often as possible.
4. Use every opportunity to tell stories spontaneously.
5. Encourage creative stories by individuals or group.
6. Include all types of stories in your program - real, fanciful, folk.
7. Use the flannelboard to add variety to storytelling.
8. Collect pictures or other objects to display that are directly connected with some particular story.

Suggested Activities for Children

1. Create stories.
2. Re-tell stories.
3. Dramatize stories with simple props and costumes.
4. Illustrate stories with art media. (This should be child-motivated.)

C. ENJOYING LITERATURE THROUGH POETRY

Poetry adds richness, sparkle, beauty. The rhythmic pattern adds interest and expression to words. Poems are usually short, have a diversity of subjects and can be fitted into any situation or occasion. Children are essentially poetic beings, so the appeal of poetry is magnetic.

Goals for Poetry

1. To increase enjoyment and appreciation of poetry
2. To provide a rich background of many poetic experiences
3. To encourage good oral expression
4. To nurture the feeling of rhythm
5. To encourage activity

Instructional Suggestions for the Teacher

1. Read poetry so that you may keep its melody, vibrance, tone and movement alive.
2. Memorize poems for telling.
3. Keep a card file of poems useful for specific occasions, i.e. birthdays, holidays, center of interest.
4. Create readiness for the poems.
5. Cultivate your own poetic taste.
6. Include a number of different subjects, poets and collections in your plans.

Suggested Activities for Children

1. Create original poems.
2. Dramatize poems and nursery rhymes.
3. Respond to verses with bodily movement, i.e. clapping, tapping, jumping.
4. Memorize simple poems for the joy it brings.
5. Bring books of poems from home.

D. USING LITERATURE IN CHORAL SPEAKING

Choral speaking can be a joyous, personal,and social experience. Young children respond readily to its appeal. It can give a shy or timid child a sense of belonging.

Goals of Choral Speaking

1. To develop the enjoyment of choral speaking
2. To develop a feeling of togetherness
3. To improve enunciation and pronunciation

Instructional Suggestions for the Teacher

1. Choose poems with decided rhythm and cadence.
2. Be sure the selection allows for creative expression or movement.
3. Re-tell the poems over and over again to encourage participation.
4. Keep choral speaking simple and enjoyable. Avoid drill.
5. Keep a personal file of good choral speaking material.

Suggested Activities for Children

1. Use activity poems including lullabies, chants, marches, finger plays.
2. Use poems with refrains and choruses.
3. Use poems that have action or characters to be interpreted.
4. Use dialogue poems in which questions are asked and answered.

E. INTERPRETING DRAMATIC EXPERIENCES THROUGH LITERATURE

Dramatic play or the play living of a child as he interprets his world of people, animals activities is the most natural and spontaneous dramatic experience of all. It begins early in a child's life and is influenced by his mental, social, and physical development. It is motivated by direct experience or vicariously by his learnings and environment. It can be a single activity or may develop into a group of related ones. Play has often been referred to as the business of childhood. Few or no props are needed for the child to assume any role that suits his fancy.

Dramatization offers inumerable opportunities for language experiences. It develops sequential awareness, consideration of characters and attention to the action in stories. Dramatization must be kept simple, brief, and natural. Minimum use of props or costuming is advisable. Spontaneous speech rather than memorization of lines is essential. It is the doing rather than the product that is valuable.

Goals for Dramatic Experiences

1. To develop self-confidence and poise
2. To develop originality
3. To develop gradually the ability to express ideas and feelings
4. To foster appreciation of the efforts of others

Instructional Suggestions for the Teacher

1. Provide frequent opportunities for the children to engage in spontaneous dramatization.
2. Keep dramatizations brief.
3. Keep costuming and props simple, (a costume box is helpful)
4. Invite another class to enjoy the dramatization.

Suggested Activities for Children

1. Play dramatically in play corner and with blocks.
2. Dramatize songs, poems, and pictures.
3. Dramatize stories read or told to them.
4. Use toy telephones as another approach for two children to engage in conversation.

5. Present puppet shows.

6. Use finger plays.

7. Dramatize safety or health rules as:
   (1) Crossing street correctly
   (2) Carrying scissors correctly
   (3) Brushing teeth correctly

8. Dramatize to clarify meanings of words, and phrases as "huff and puff".

VII

WRITTEN EXPRESSION

While kindergarten children do not have the experience of written expression, there are many and varied opportunities to give intelligent meaning to the written word. Drill in or the teaching of writing is not in the kindergarten subject area.

Goals for Written Expression

1. To interest children in the written word
2. To give meaning and purpose to the written word
3. To acquaint children with manuscript writing as they will use it in the first grade
4. To show the social uses of the written word
5. To show how the written word can be a link between home and school as notes are taken home and also exchanged

Instructional Suggestions for the Teacher

1. Arouse interest as you write in manuscript the child's name and story of his picture on painting or crayola paper.
2. Sit down with your group as they dictate a message for you to write. It may be to a child who is ill, or a thank-you note to a class that has entertained you or perhaps a thank-you note to a P.T.A. or Mothers' Club group for a special treat they provided. This may be done in cursive writing.
3. Have children watch as you write in manuscript on the blackboard. It may be an account of a trip, news item, or a helpers chart.
4. Print signs and labels for the children to use in their activities as the demand occurs.
5. Encourage the development and control of larger muscles by use of apparatus, rhythmic activity and games.
6. Use manipulation material to eventually result in the development of the smaller muscles needed in acquiring writing skills.

Suggested Activities for Children

1. Participate in watching the teacher as she uses the written word in many of the above ways.
2. Recognize their names written in manuscript on rubbers, lockers, pictures, clothing.
3. Use labels or signs made by teacher particularly for - blockbuilding, labeling science exhibits, grocery store activities.

VIII

HOW VARIETY OF MATERIALS AND RELATED ACTIVITIES CONTRIBUTE TO LANGUAGE ARTS

The young child needs many experiences with things he can feel, handle, and modify. Such experiences stimulate his natural curiosity and accelerate his learning.He desires to tell about them. In the kindergarten such materials as large brushes for painting, crayons, clay, paper, paste, blocks, wood, etc., promote initiative and spontaneity. Too, the opportunity for conversation, explanation of work, and discussion of proposed activity is truly unlimited. Listening to others tell of their work is also encouraged. It is often an opportunity, also to build an awareness of the written word as the teacher writes in manuscript the child's name and story on his paper.

A. Art Media

1. Paint
   (1) Brush
   (2) Finger
   (3) Water
2. Crayons
3. Chalk
4. Paper Work
   (1) Cutting and pasting
   (2) Tearing and pasting
   (3) Simple papier-mache'
5. Modeling
   (1) Clay
   (2) Clayola
   (3) Dough
   (4) Sawdust and paper-hanger's paste (to a half bucket of sawdust add a liquid mixture of paper-hanger's paste, knead and work until well mixed. Allow to stand one or two days. Can be painted after drying and makes a light-weight permanent object.

A. Art Media

The art materials in kindergarten afford an emotional experience and also allow physical movement, improve coordination and give the child an opportunity to express his thoughts. It is not just the making of a pretty picture but is the release of power. Art is an essential area of school experience for all children because art provides a way of developing the whole child. In creative art activities the child uses and integrates his motor, emotional, and mental capacities. As his ideas are expressed in the product he produces, so too, is there favorable incentive for spontaneous and free verbal expression as he tells about his work.

B. Block-building

1. Large hollow blocks
2. Planks
3. Unit blocks
4. Roof boards
5. Printed signs on blocks for use by the children in their building.

B. Block-building

The use of blocks in kindergarten provides physical development, stimulates mental growth, and encourages social development. Blocks supply continued experience for children to work together in a cooperative way. It is a natural situation that encourages conversation.

C. Tools and Woodworking	C. Tools are the means by which children express their ideas in wood. Initiative and spontaneity are promoted. The joy in the product produced is expressed by telling about it and showing it to others.
D. Audio-Visual Materials 1. Flannel Board	D. Audio-Visual Materials By use of the flannel board the teacher helps the child develop a sense of left to right, the sequence of a story, a familiarity with the written word, and later recognition of his name.
2. View Master (1) Films (2) Filmstrips	By use of the viewmaster, films and filmstrips, the child acquires information about our many areas of interest in the kindergarten. It is an opportunity for thoughtful listening, also, in the case of films and filmstrips.
E. Additional Materials	E. Additional Materials Through the use of lotto, puzzles and parquetry blocks, children learn to match pictures, signs, colors; also to use the names of objects. There is conversation during these games giving opportunity for using vocabulary freely, and spontaneously. Some listening is also required by the rules of the game.

IX

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Fish, H.	When The Root Children Wake Up	Lippincott
Krauss, R.	Carrot.Seed,The	Harper
Tresselt, A.	Autumn Harvest	Lothrop, Lee and Shepard
Webber, I.	Up Above and Down Below	Wm. Scott

HOLIDAYS TO CELEBRATE

In the home

Buckley, H.	Grandfather and I	Lippincott
Burton, V.	Little House, The	Houghton-Mifflin
DeRegniers, B.	Little House of Your Own,The	Harcourt
Gay, R.	Bonny's Wish	Grosset & Dunlop
Green, M.	Everybody Eats Everybody Has A House	Wm. Scott
Leaf, M.	Manners Can Be Fun	Lippincott
Lenski, L.	Little Farm, The Papa Small	Walck
Krasilovsky, P.	Very Little Girl,The	Doubleday
Krauss, R.	Backward Day, The Bundle Book, The Growing Story, The	Harper

Birthday

Bannon, Laura	Manuela's Birthday in Old Mexico	Whitman
Fischer, Hans	Birthday, The	Harcourt
Flack, Marjorie	Ask Mr. Bear	Macmillan

Lenski, Lois	Surprise for Davy	Walck
Marianna	Miss Flora McFlimsey's Birthday	Lothrop, Lee and Shepard

Christmas

Adshead, Gladys	Brownies - It's Christmas	Walck
Bible illus. by Maud and Miska Petersham	Christ Child, The	Doubleday
Brown, Margaret W.	Little Fir Tree, The	Crowell
Duvoisin, Roger	Christmas Whale, The	Knopf
Fatio, Louise	Christmas Forest, The	Aladdin'
Françoise	Noel for Jeanne Marie	Scribner
Little Golden Library, The	Christmas Carols Christmas in the Country Christmas Story, The Night Before Christmas, The Santa's Toy Shop	Simon and Schuster
Marianna	Miss Flora McFlimsey's Christmas Eve	Lothrop, Lee and Shepard
Monsell, Helen	Paddy's Christmas	Knopf
Piper, Watty	Little Engine That Could, The	Platt and Munk
Tudor, Tasha	Doll's Christmas, The Snow Before Christmas	Walck
Will and Nicholas	Christmas Bunny, The	Harcourt

Easter

Brown, Margaret W.	Golden Bunny, The	Simon and Schuster
	Runaway Bunny, The	Harper
	Little Chicken	Harper
Foster, Doris	Tell Me Little Boy	Lothrop, Lee and Shepard
Heyward, DuBose	Country Bunny and the Little Gold Shoes, The	Houghton
Tudor, Tasha	Tale for Easter, A.	Walck

Halloween		
Adshead, Gladys	Brownies, Hush	Walck
Bright, Robert	Georgie	Doubleday
Hanukah		
Abramson, L.	Jeremy's and Judy's Hanukah	Behrman House
Thanksgiving		
Dalgleish, Alice	Thanksgiving Story, The	Scribner
Françoise	Thank-you Book, The	Scribner
Claxton and Bannister	Child's Grace, A.	Dutton
Little Golden Library	Prayers for Children	Simon and Schuster
Valentine's Day		
Bianco, Pamela	Valentine Party, The	Lippincott
LIVING TOGETHER		
In the Home		
Marino, D.	Edward and the Boxes Goodbye, Thunderstorm	Lippincott
McCloskey, R.	One Morning in Maine	Knopf
Miles, B.	House for Everyone, A	Knopf
Parks, G.	Here Comes Daddy	Wm. Scott
Puner, H.	Daddies	Lothrop, Lee and Shepard
Steiner, C.	Kiki and Muffy Kiki Skates Kiki Goes to Camp	Doubleday
Thayer, J.	Where's Andy	Morrow
Wasson, V.	Chosen Baby, The	Lippincott
Zolotow, C.	Do You Know What I'll Do?	Harper

In the School		
Adelson, L.	All Ready for School	McKay
Felt, S.	Contrary Woodrow	Doubleday
Lenski, Lois	Dog Came to School, A	Walck
	Let's Play House	
Green, M.	Is It Hard? Is It Easy?	Walck
Jackson, K.	Jerry at School	Simon and Schuster
Wynkoop, M.	Mac Goes to School	Doubleday
In the Community		
Alexander.	ABC of Cars and Trucks	Doubleday
Beim, J.	Two's A Team	Harcourt
Brown, M.W.	Five Little Firemen	Simon and Schuster
	Little Fireman, The	Wm. Scott
	Little Fat Policeman, The	Simon and Schuster
Budney, B.	Huff, Puff, Hickory Hill	Lothrop, Lee and Shepard
Burton, V.	Mike Mulligan and His Steam Shovel	Houghton-Mifflin
Françoise	What Do You Want To Be?	Scribner
Hurd, C.	Mr. Charlie's Gas Station	Lippincott
Gergely, T.	Great Big Fire Engine Book, The	Houghton-Mifflin
Grider, D.	Back and Forth	Lippincott
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MacDonald, G.	Red Light, Green Light	Doubleday
Puner, H.	Daddies, What They Do All Day	Lothrop, Lee and Shepard
Schlein, M.	Amazing Mr. Pelgrew	Abelard-Schuman
Schreiber	While Susie Sleeps	Wm. Scott
Steiner, C.	Where Are You Going?	Doubleday
Wright, E.	Saturday Walk	Wm. Scott
Zion and Graham	Hide and Seek Day	Harper

SEASONS

Spring

Eberle, I.	Robins on the Window Sill	Crowell
Fish, H.	When the Root Children Wake Up	Lippincott
Flack, M.	Restless Robin	Houghton-Mifflin
	Tim Tadpole and the Great Bullfrog	Doubleday
Françoise	Springtime for Jeanne-Marie	Scribner
Friskey, M.	Johnny and the Monarch	Children's Press
Langstaff	Over in the Meadow	Harcourt
Lenski, L.	Spring is Here	Walck
Kock, D.	Let It Rain	Holiday House
Simon, N.	Wet World, The	Lippincott
Tresselt, A.	Hi, Mr. Robin	Lothrop, Lee and Shepard
	Rain, Drop, Splash	
	Wind and Peter, The	Walck
Udry, J.	Tree is Nice, A	Harper

Summer

Adelson, L.	All Ready for Summer	McKay
Davis	Summer is Fun	Doubleday
Huntington	Let's Go Outdoors	Doubleday
Lenski, L.	On a Summer Day	Walck
Marks, M.	Fish on the Tide	Children's Press
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Steiner, C.	Kiki Goes to Camp	Doubleday
Tresselt, A.	Follow the Road	Lothrop, Lee and Shepard
Watson, M.	When is Tomorrow?	Knopf
Zion and Graham	Summer Snowman	Harper

Fall		
Lenski, L.	Now It's Fall	Walck
Tresselt, A.	Autumn Harvest	Lothrop, Lee and Shepard
Winter		
Adelson, L.	All Ready for Winter	McKay
Burton, V.	Katie and the Big Snow	Houghton-Mifflin
Dorritt, S.	Jellybean	Abelard-Schuman
Gay, Z.	Who Is It?	Viking
George, J.	Snow Tracks	Dutton
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Selsam, M.	Time for Sleep	Wm. Scott
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Association for Childhood Education	Sing Under the Silver Umbrella	Macmillan
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Rosetti, Christina	Sing Song	Macmillan

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FILMS

from

Syracuse Elementary Film Library Catalogue

ANIMALS

Domestic

Adventures of Bunny Rabbit
Adventuring Pups
Care of Pets
Frisky, the Calf
Little Black Lamb
Pride, the Saddle Horse
Shep, the Farm Dog
Sparky, the Colt
Three Little Kittens

Wild

Black Bear Twins
Common Animals of the Woods
Gray Squirrel, The
Hare and the Tortoise, The
Spotty, Story of a Fawn
Wing, Claw and Fang (Silent)

CIRCUS

Here Comes the Circus

COMMUNITY LIFE

Fireman, The
Policeman, The

COUNTRY LIFE

Autumn on the Farm
Poultry on the Farm
Shep, the Farm Dog
Spring on the Farm
Summer on the Farm
Uncle Jim's Dairy Farm
Winter on the Farm

HOLIDAYS

Easter Season, The

SCIENCE

Birds

Robin Redbreast

Seasons

Autumn in an Adventure
Autumn on the Farm
Blow, Wind, Blow
Spring on the Farm
Summer on the Farm
Winter on the Farm

STORIES

Mother Goose Stories

TRANSPORTATION

Airport, The
Boats
Bus Driver, The
Passenger Train, The

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FILMSTRIPS

from

Syracuse Educational Filmstrip Catalogue

HOME AND COMMUNITY LIVING

54	After School Hours
55	At Home in the Evening
59	Day in School, A
109	Firehouse, The
111	Firemen at Work
65	Getting Ready for Bed
66	Getting Ready for School
79	Larry Helps the Police
115	Policemen at Work
117	Workers for Health

EXPERIENCES IN LIVING

595	We Go To School
596	We Make Some Safety Rules
597	We Plan Together

GROWING UP

601	Good Helpers
602	Lost and Found
603	New Classmate, A
604	When We Have Guests

NATURE STUDY

2	Animal Homes
503	Black Bear Twins
504	Common Animals of the Woods
24	Mealtime at the Zoo
25	Pet Parade, The

STORIES

688	Big Brown Bear, The
402	Boy and His Goats, The
704	Brave Cowboy Bill
689	Busy Timmy
408	Cinderella
696	Circus Time
409	Dee Dee Chou and His Dog
618	Find What's Wrong
413	Fisherman's Wife, The
698	Fix It,Please
420	Gingerbread Boy, The
708	Jerry at School

429 Lion and the Mouse, The
431 Little Black Sambo
433 Little Red Riding Hood
442 Peter Rabbit
450 Rumpelstiltskin
460 Three Bears, The
461 Three Billy Goats Gruff, The
462 Three Little Pigs, The
702 We Like To Do Things
703 Year on the Farm, The

SAFETY

297 Are You Safe at Home?
298 Fire Safety
307 Tom Joins the Safety Patrol
308 Traffic Safety